

MHI
Copy 3

L. H. Stearn

FM 22-10

DEPARTMENT OF THE ARMY FIELD MANUAL

LEADERSHIP

DEPARTMENT OF THE ARMY • MARCH 1951

AGO 3167C—Feb

*DEPARTMENT OF THE ARMY FIELD MANUAL
FM 22-10*

*This manual supersedes TC 6, 19 July 1948 and Department of the
Army Pamphlet 22-1, 28 December 1948*

LEADERSHIP



DEPARTMENT OF THE ARMY



MARCH 1951

*United States Government Printing Office
Washington: 1951*

DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C., 6 March 1951

FM 22-10 is published for the information and guidance of all concerned.

[AG 353 (17 Jan 51)]

BY ORDER OF THE SECRETARY OF THE ARMY:

OFFICIAL:

EDWARD F. WITSELL
Major General, USA
The Adjutant General

J. LAWTON COLLINS

Chief of Staff
United States Army

DISTRIBUTION:

GSUSA (5); SSUSA (5); Adm Svc (2); Tech Svc (2); Arm & Svc Bd (2); AFF (40); AA Comd (5); OS Maj Comd (5); Base Comd (5); MDW (5); A (20); CHQ (5); D (5); B (5); R (5) Bn (5); C (5) except 5, 19 (10), 6, 7, 17, 44 (15); FC (2); Sch (25); PMS&T (2).

For explanation of distribution formula, see SR 310-

FOREWORD

PURPOSE OF THE STUDY OF LEADERSHIP

Today, more than ever in history, the Army is in need of leadership of the highest caliber. With the increase in the complexity of warfare, the science of war is increasingly dependent upon human guidance. No matter how complicated it may become, war is always waged by men. The man who leads and the men who are led win wars. Every member of our military force must be a leader, actually or potentially.

The purpose of this manual is to provide military leaders, actual and prospective, with a practical guide for applying the principles of leadership. In the ultimate sense, leadership is not inherent; it depends upon traits which can be developed, and upon the application of techniques which can be learned. It is an art which can be acquired, cultivated, and practiced by anyone who possesses the mental and physical ability and the moral and ethical integrity expected of a commissioned or noncommissioned officer. Developing the art is a continuing process which involves the recognition and practice of the basic traits of leadership and the understanding and application of sound leadership principles and techniques.

This manual stresses the importance of self-improvement. The principles, character traits, and procedures set forth are offered as an assistance to the leader in the problem of controlling others. By applying these procedures to his own practice and by analyzing his own traits of char-

acter, the leader will possess a yardstick for measuring his own success or failure.

Despite this guide, it constantly must be borne in mind that successful leaders of the past were not all of the same pattern; nor did they all use the same methods of attaining success. All of them, however, consciously or unconsciously understood the basic concepts of leadership and successfully practiced many of the techniques presented in this manual.

The principles and techniques presented herein are the result of an analysis of outstanding leadership displayed by successful leaders, both military and civilian, of this and other countries. Thorough study of these, combined with actual practice with troops, will develop and foster the high standard of leadership so urgently demanded by our Army today.

CONTENTS

		<i>Paragraphs</i>	<i>Page</i>
CHAPTER	1. BASIC CONCEPTS	1-8	1
	2. FUNDAMENTALS OF LEADERSHIP.		
<i>Section</i>	<i>I.</i> Leadership principles and traits.	9-11	10
	<i>II.</i> Leadership techniques	12-16	18
CHAPTER	3. SPECIAL LEADERSHIP TECHNIQUES.		
<i>Section</i>	<i>I.</i> Introduction	17	36
	<i>II.</i> Combat zone	18-20	36
	<i>III.</i> Communications zone	21-22	45
	<i>IV.</i> Leadership in mobilization training.	23-27	48
	<i>V.</i> Leadership in demobilization	28-30	56
	<i>VI.</i> Leadership of occupation forces.	31-33	60
	<i>VII.</i> Leadership of minority groups	34-35	63
	<i>VIII.</i> Leadership of female groups	36	65

This manual supersedes TC 6, 19 July 1948, and Department of the Army Pamphlet 22-1, 28 December 1948

CHAPTER 1

BASIC CONCEPTS

1. DEFINITIONS

a. Commander. A title of an officer in charge of a company, battery, or larger unit.

b. Leader. A military person who possesses qualities necessary to direct others.

c. Leadership. Leadership is the art of influencing human behavior—the ability to handle men. The techniques will vary depending on the size of the command, the types of men, the personality of the commander, and the particular situation.

d. Leadership Principle. A leadership principle is one of the fundamental rules, characteristics, traits or policies which is applied by a leader to control or guide the actions of his subordinates.

e. Leadership Technique. A leadership technique is a method of applying leadership principles.

f. Leadership Trait. A leadership trait is a distinguishing personal quality that is helpful in the exercise of leadership.

2. CHARACTERISTICS OF LEADERSHIP

a. Essential Nature of Leadership. The military profession has no monopoly on leadership. In every walk of life, in every industry, in every

government, in every phase of human endeavor, there are leaders and there are followers. Progress and success are dependent upon the quality and efficacy of leadership.

b. Elements of Leadership. Leadership is the art of influencing human behavior—the ability to handle men. The art of influencing behavior, the very essence of leadership, in turn involves understanding, analyzing, predicting, and controlling man's behavior. Also involved in successful leadership is the *will to lead*, together with the character which *inspires confidence*. Undoubtedly, there are certain inherent characteristics which may aid in the development of leadership. Yet, there are assuredly certain men possessing desirable leadership traits who have never attained the stature of great leaders. Likewise, there are men deficient in certain of these traits who have attained this stature. Any theory that leadership is solely inherited must be rejected. Leadership is intangible only to the extent that we make it so. Any reasonably intelligent, morally sound, forceful man, no matter how inexperienced, can become acquainted with the component elements of leadership. These elements may be studied, practiced, learned, and applied, just as any other human accomplishment may be learned and mastered.

c. The Leader and the Small Group. Every leader, whether civilian or military, actually maintains close personal contact with only a small group, regardless of the number of men ultimately controlled by him. Inevitably, he must depend upon that small group in order to make his will

known and to execute his purpose. In the realm of the military, we refer to the small group as immediate subordinates and staff.

d. Military Leadership. Military leadership is the art of influencing and directing men to an assigned goal in such a way as to obtain their obedience, confidence, respect, and loyal cooperation. It is indispensable to success in combat. Like all leadership, it is dependent upon personal traits and upon the application of recognized techniques. The personal traits can be developed, and the techniques can be learned.

3. RELATIONSHIP BETWEEN COMMAND AND LEADERSHIP

a. Authoritarian and Persuasive Leadership. There are two kinds of leadership, authoritarian and persuasive. One who is predominantly of the authoritarian type normally is recognized by the dogmatic use of authority or power. The persuasive type of leadership takes into consideration the human element with all its complexity and with all its differentiation of the physical, mental, and moral capabilities and limitations of the individual. To a great extent, the persuasive leader bases his skill in leadership upon example and ability, with high standards of discipline and efficiency for himself as well as for his followers. This manual is concerned solely with the development of the persuasive type of leadership.

b. The Exercise of Command. Command is the authority that a member of the military profession

lawfully exerts over subordinates by virtue of his rank and assignment. Leadership can be exercised by any one at any time irrespective of the framework of command. It is recognized that in any group some individual will emerge as the leader, even though no command or organizational structure is present. Individuals in coordinate capacities exercise leadership in their dealing with their equals outside the immediate command structure. In general, however, we think of military leadership as being exercised within the command framework. Therefore, in one sense, military leadership is the proper exercise of command.

c. Accompaniments of Command. Command in the Army is accompanied by responsibility involving special trust and confidence. Command, with its ramifications of administration, planning, executing, supervising, and coordinating, is the primary reason for the military leader's existence. The leader is responsible not only for initiating action, but for supervising all activities within his command. In this responsibility for the general administration of a group, it is his duty to receive, comply with, and execute instructions with exactness and thoroughness, regardless of his personal feelings.

4. OBJECTIVE OF MILITARY LEADERSHIP

The objective of military leadership is the creation and maintenance of an organization which will loyally and willingly accomplish any reasonable task assigned or indicated, and will initiate

suitable action in the absence of orders. The proper application of the principles of leadership to a command can create an efficient well-disciplined organization possessing high morale and *esprit de corps*.

5. RESPONSIBILITIES OF LEADERSHIP

a. General. The responsibilities of the leader are twofold—accomplishment of his mission, and the fulfillment of his responsibilities to his men. Man is the fundamental instrument of war. Other instruments may change, new weapons may be created and new modes of defense may be devised, but man, the fundamental instrument, remains constant. The leader must be concerned with the desires, needs, and mental state of his men. If the leader knows and understands certain basic principles of human behavior; if he appreciates that most men react in fixed and definite ways under a given stimulus or influence; if he recognizes, develops, and applies those traits of character which will produce the correct reactions in his men, he will possess the basic tools for managing men—he *will* be a leader. Since effective leadership in battle is the ultimate goal of military leadership, it is obvious that, regardless of the leader's ability to dominate or persuade, his success inevitably depends upon his skill in the tactical control of his unit. Tactical control is a technique developed by study and by practice.

b. Accomplishment of the Mission. The primary duty of the leader is the accomplishment of

his assigned mission. Everything else, even the welfare of his men, is subordinate.

c. Duties to the Men. The next responsibility of the leader lies in his duty to his men. It is rarely possible to accomplish any mission without attention to the morale and *esprit* of the men. In the military service, the follower is peculiarly dependent upon his leader; he can do little to improve his lot if his leader neglects him.

6. INDICATIONS OF MILITARY LEADERSHIP

There are four characteristics of a command that are accurate indications of success or failure in the exercise of leadership. These qualities are discipline, morale, *esprit de corps*, and degree of efficiency.

a. Discipline. Military discipline is a state of order and obedience existing within a command. It involves the ready subordination of the will of the individual for the good of the group. Military discipline is an extension and a specialized application of the discipline of any organized society. True discipline demands habitual but reasoned obedience to command, an obedience that preserves initiative and functions unfalteringly even in the absence of the commander. Discipline is created within a command by training, by judicious use of punishment and reward, and by instilling a sense of confidence and responsibility in each individual. Discipline demands correct performance of duty. The need for discipline is best inculcated in an individual by appealing to his

sense of reason. In the few instances where appeal to reason fails, the use of punishment is effective in causing the recalcitrant individual to conform and perhaps to appreciate the need for discipline. Commendation and earned praise from the senior to his subordinate, either individually or collectively, for a task well done, serve to strengthen the disciplinary bonds which bind together the smooth-functioning team.

b. Morale. Morale is a mental and emotional state. The importance of morale cannot be overestimated since it is a great contributing factor to the efficiency of a unit. Good morale is indicated by—

- (1) Zeal, or the voluntary effort which men give to their tasks over and beyond the perfunctory obedience to commands and regulations.
- (2) A basic sense of personal worth founded on confidence in leaders, training, weapons, and equipment.
- (3) Satisfaction, or the pride of the individual in the accomplishment of the assigned mission.

c. Esprit de corps. *Esprit de corps* is the mental and emotional state of the unit. It is distinguished from morale, which is described as the mental and emotional state of the individual. *Esprit de corps* is not a simple summation of the morale of the individuals in the unit. Rather, it results from the total interaction of the personnel of the unit toward one another and with the circumstances in

which the unit is placed. When unit *esprit* is high, the collective goals of the unit overshadow those of the individual members. In such instances, the personal dissatisfactions of some individuals are overshadowed by the prevailing group spirit. Unit achievement, both past and present, is a strong force in raising *esprit de corps*. A unit with a high *esprit de corps* can accomplish its mission in spite of seemingly insurmountable odds. *Esprit de corps* is enhanced when the group identification is increased and, conversely, is lowered when it is decreased. It has been proved that pride in the unit was the outstanding manifestation of good morale in World War II; this was accompanied by good officer-enlisted personnel relationships.

d. *Efficiency*. Efficiency is the ability to accomplish successfully an assigned task in the shortest possible time, with the minimum expenditure of means, and with the least possible confusion. Efficiency in a command is built by sound training and by effective administration. It is enhanced by good discipline, high morale, and *esprit de corps*.

7. ROLE OF PSYCHOLOGY

Leadership is closely linked with psychology, the study of human behavior. Proved principles of leadership include proved principles of psychology. It is known that human beings tend to react similarly under a given set of conditions. From a leadership standpoint, some of these reactions are favorable, some unfavorable. With a knowledge

of how human beings tend to respond to a particular set of circumstances and with a comprehension of the basic factors that control human behavior, the leader can capitalize on favorable reactions and minimize tendencies toward unfavorable ones. It is evident therefore that a knowledge of psychology is helpful to the leader.

8. ROLE OF ETHICS

Ethics, the science of moral duty, is closely allied with the art of leadership. In order to set the example for his men and to win their confidence and respect, the leader must be capable of deciding whether a given course of action is morally right or wrong. A knowledge of ethics will materially assist the leader in making such a decision. It will insure against his losing stature in the eyes of his command by embarking upon a course of action that is contrary to moral principles. Temporizing with principles and moral standards may secure a temporary advantage, or fleeting popularity. But, in the end, only strict adherence to high standards of honor and integrity will prove of value to the leader.

CHAPTER 2

FUNDAMENTALS OF LEADERSHIP

Section I. LEADERSHIP PRINCIPLES AND TRAITS

9. LEADERSHIP PRINCIPLES

Leadership principles apply equally in all commands. These are—

- a. Principle I.* Know your job.
- b. Principle II.* Know yourself and seek self-improvement.
- c. Principle III.* Know your men and look out for their welfare.
- d. Principle IV.* Keep your men informed.
- e. Principle V.* Set the example.
- f. Principle VI.* Insure that the task is understood, supervised, and accomplished.
- g. Principle VII.* Train your men as a team.
- h. Principle VIII.* Make sound and timely decisions.
- i. Principle IX.* Seek responsibility and develop a sense of responsibility among subordinates.
- j. Principle X.* Employ your command in accordance with its capabilities.
- k. Principle XI.* Take responsibility for your actions.

10. DISCUSSION OF PRINCIPLES OF MILITARY LEADERSHIP

The principles of leadership discussed below are equally applicable to all levels of command from the squad to the army group.

a. Principle I—Know Your Job. To know his job thoroughly, the leader must possess a wide field of knowledge. He must understand the technical aspects of the operation of his command and the methods and procedures of organization, administration, instruction, and personnel management. The leader also should possess a sound understanding of human relations. Further, he should have a working knowledge of the duties, responsibilities, and problems of his subordinates. If he commands a service unit, he should have a knowledge of combat operations.

b. Principle II—Know Yourself and Seek Self-improvement. It is the duty of every leader to evaluate himself and to recognize his strengths and weaknesses. An individual who does not know his own capabilities and limitations is not master of himself and can never hope to be a leader. Likewise, an individual who realizes his deficiencies but makes no effort to correct them will fail as a leader. Study of leadership principles and practice of sound leadership techniques will develop leadership ability.

c. Principle III—Know Your Men and Look out for Their Welfare. By making a conscientious effort to observe the members of his command as often as possible, to become personally acquainted

with them, to recognize their individual differences, and to share in their joys and sorrows, the leader will have a better understanding of how his subordinates react and function under various conditions. He then will be able to employ them more effectively. By assuring himself that the members of his command are as comfortable, well cared for, and contented as circumstances will permit, the leader wins their confidence, respect, and cooperation. By neglecting their welfare, the leader indicates indifference and, as a consequence, forfeits the trust and confidence of his men.

d. Principle IV—Keep Your Men Informed. The soldier who is well informed about the mission and situation and about the purpose of his particular task is considerably more effective than the one who is not so informed. The better he is informed, the better he can perform his tasks with maximum initiative. The commander who fails to make essential information available to his men will soon find that they are performing blindly without purpose. At the same time, commanders at all levels must realize that security requirements impose limitations on information which may be imparted to the men.

e. Principle V—Set the Example. Men instinctively look to their leaders for patterns of conduct which they may either emulate or use as an excuse for their own shortcomings. The classic example of the military leader is that of an individual whose appearance and conduct evoke from his subordinates, praise, pride, and the desire to emulate

him. By his outstanding performance of duty, the leader must set the standard for the entire command. The commander who appears in an unfavorable light before his men destroys the respect that must exist mutually between him and his men before leadership can be exercised.

f. Principle VI—Insure That the Task is Understood, Supervised, and Accomplished. The leader must give clear, concise orders that cannot be misunderstood; then, by close supervision, he must insure that those orders are properly executed. The issuance of an order is the initial and relatively small part of the commander's responsibility. His principal responsibility lies in supervision to make sure that the order is properly executed. It is this responsibility that is most difficult to carry out. The able leader will make wise use of his subordinates to carry out his supervision effectively. Any commander of a large unit who fails to make proper and adequate use of his staff and subordinates demonstrates a fundamental weakness in leadership ability.

g. Principle VII—Train Your Men as a Team. The duty of every leader includes the development of teamwork through the thorough training of his command, whether it be a squad or an army group. Modern armies are complex organizations involving many different arms and services, all working together as a team toward a common end. Each part of the team must understand where it fits into the common effort. The commander who fails to foster teamwork while training his com-

mand will not obtain the desired degree of unit efficiency.

h. Principle VIII—Make Sound and Timely Decisions. The ability to make a rapid estimate of the situation and arrive at a sound decision is essential to a leader. He must be able to reason logically under the most trying conditions. He must decide quickly what action is necessary in order to take advantage of opportunities as they occur. The vacillating commander not only will be unable to employ his command effectively but will create vacillation, lack of confidence, hesitancy, and indecision, within the command itself. The ability to make sound and timely decisions can be acquired by constant study and by training in making estimates. On the other hand, when circumstances dictate a change in plans, the able leader will act promptly without fear that the command may consider such action as a vacillation.

i. Principle IX—Seek Responsibility and Develop a Sense of Responsibility Among Subordinates. The leader must be quick to seize the initiative in the absence of instructions from his superior. By seeking responsibility, the leader develops himself professionally and increases his potential ability. Proper delegation of authority is a sound attribute of leadership. The commander then holds his subordinate strictly responsible for results, and rarely for methods of procedure. Such action by the commander engenders trust, faith, and confidence. It develops initiative and wholehearted

cooperation. Reluctance to delegate authority often is a mark of retarded growth in leadership.

j. Principle X—Employ Your Command in Accordance With its Capabilities. To employ his command properly, the leader must have a thorough knowledge of the tactical and administrative capabilities and limitations of his command. He must assign objectives that are possible of attainment, properly evaluate time and space factors, and employ his command with sound judgment. To do less than this may spell failure in accomplishing the mission. Recurrent failure brings about collapse of morale, *esprit de corps*, and efficiency. However, on occasion, when the situation demands, men must be pushed without hesitation beyond their considered capabilities in order to achieve a quick and cheap victory or to avoid a costly defeat.

k. Principle XI—Take Responsibility for Your Actions. The commander of a unit is responsible for all his unit does, or fails to do. The leader recognizes and acknowledges this responsibility on all occasions. Any effort to evade this responsibility destroys the bond of loyalty and respect that must exist between the commander and his subordinates.

11. LEADERSHIP TRAITS

Leadership traits are human qualities that are of great value to the leader. Possession of these traits simplifies the task of applying leadership principles and assists greatly in winning confi-

dence, respect, and cooperation. An individual can benefit by studying the traits considered important to the leader. By careful self-analysis and application, he can develop those traits in which he is deficient and further strengthen those in which he is strong. A study of our Nation's great military leaders reveals that none possessed all the leadership traits to the maximum degree, but that a weakness in some traits was more than compensated for by strength in others. Critical self-analysis will enable an individual to realize the traits in which he is strong and to capitalize upon them. At the same time, he must endeavor to improve those traits in which he is weak. The following list of leadership traits is by no means all-inclusive but does contain those of paramount importance to the leader :

a. Alertness is vigilance, promptness, and wide-awakeness.

b. Bearing denotes desirable physical appearance, dress, and deportment.

c. Courage must be both physical and moral.

d. Decisiveness is the ability to make decisions promptly when indicated and announce them authoritatively, concisely, and clearly.

e. Dependability is the doing of one's duty with or without supervision.

f. Endurance both mental and physical, is necessary to continue and complete any reasonable task.

g. Enthusiasm is the positive zeal or interest in the task at hand. It is easily communicated to subordinates.

h. Force is the ability to impose one's will upon another.

i. Humility is freedom from arrogance and unjustifiable pride.

j. Humor is the capacity to appreciate the many amusing or whimsical happenings of our everyday life, especially those which pertain to the leader himself.

k. Initiative is the willingness to act in the absence of orders and to offer well-considered recommendations for the improvement of the command.

l. Integrity is the honesty and moral character of the leader that must be unquestioned.

m. Intelligence is the intellect of the leader which must be adequate to master the problems presented by his level of command.

n. Judgment is the power of the mind to weigh various factors and arrive at a wise decision.

o. Justice is being equitable and impartial in bestowing favors and punishment.

p. Loyalty must extend both up and down. A leader cannot expect loyalty from his subordinates unless he is conspicuously loyal to them and to his superiors.

q. Sympathy is the capacity of sharing the feelings of those with whom one is associated.

r. Tact is the ability to deal with subordinates and superiors in an appropriate manner without giving offense.

s. *Unselfishness* is the studied avoidance of caring for or providing for one's own comfort or advantage at the expense of others.

Section II. LEADERSHIP TECHNIQUES

12. GENERAL

a. It is important to note that in small units the leader can influence and direct his men through close personal contact, whereas in large units he must rely in great measure upon his staff and subordinate commanders to assist him in making his leadership effective. The larger the unit, the more complex become the problems of leadership, but the greater become the means available to the commander to assist him in the exercise of leadership. The larger unit commander must consider carefully the leadership aspect of all basic policies which he prescribes or tolerates.

b. Obviously, it is not feasible to cite all possible leadership techniques pertinent to a particular leadership principle, since techniques vary with the size of the command, the personality of the commander, and the situation. In the following paragraphs, some of the more common techniques are listed under each principle. These techniques are methods of applying a principle that are effective under most circumstances. Over a period of time, the leader will develop techniques of his own which will be better suited to his own personality and which he himself will be able to employ effectively.

13. LEADERSHIP TECHNIQUES WHICH ARE APPLICABLE TO ALL LEADERS

a. *Principle I—Know Your Job.*

- (1) Seek a well-rounded military education through attendance at service schools and through independent reading, research, and study.
- (2) Keep abreast of latest techniques in the field of communication in order to facilitate control of your unit and to disseminate information.
- (3) Seek out and foster association with capable leaders. Observe and study their actions and application of leadership techniques.
- (4) Broaden your field of knowledge through association with officers and men of other arms and services.
- (5) Seek opportunity to apply knowledge through the exercise of command. Real leadership is acquired only through constant practice.
- (6) Avoid overspecialization in too narrow a field.
- (7) Keep abreast of current military developments.
- (8) Familiarize yourself with the capabilities and limitations of all elements of your command, by study and through frequent visits to subordinates.

b. Principle II—Know Yourself and Seek Self-improvement.

- (1) Analyze yourself objectively to determine the strong and weak points of your character.
- (2) Recognize your weak points and make an effort to overcome them.
- (3) Solicit, when appropriate, the candid opinions of others as to how you can make the most of your desirable qualities and eliminate the undesirable ones.
- (4) Profit by studying the causes for the success or failure of other leaders past and present.
- (5) Develop a genuine interest in people; acquire the human touch.
- (6) Practice the "Golden Rule."
- (7) Master the art of good writing and speaking.
- (8) Cultivate cordial relations with members of the other arms and services and with civilians.

c. Principle III—Know Your Men and Look out for Their Welfare.

- (1) See the members of your command and let them see you; be friendly and approachable.
- (2) Develop an intimate knowledge and understanding of your subordinates through personal contact and available records. In small commands, it is im-

perative not only that the leader know and address his subordinates by name, but also that he be familiar with their characteristics.

- (3) Interest yourself in the living conditions of the members of your command, including their family environment, food, clothing, and billeting.
- (4) Make ample provision for, and give personal and visible attention to, the various personnel services, particularly those concerned with the personal problems of individuals.
- (5) Provide for the spiritual welfare of your command by supporting religious activities.
- (6) Protect the health of your command by active supervision of hygiene, and sanitation.
- (7) Support actively a safety program.
- (8) Determine the mental attitude of members of your command by frequent informal visits and by using fully all available sources of information.
- (9) Administer justice impartially to all without fear or favor. When punishment is necessary, the commander should—
 - (a) Be fair, consistent, and impersonal.
 - (b) Punish in private, with dignity and with human understanding.
 - (c) Never award degrading punishment.

- (d) Avoid punishing a group for the faults of an individual.
- (e) Always make the individual feel that the punishment is temporary and that improvement is expected.
- (10) Insure fair and equitable distribution of privileges such as passes, leaves, and rotation.
- (11) Encourage educational development by providing educational opportunities for members of your command.

d. Principle IV—Keep Your Men Informed.

- (1) Explain to your principal subordinates why any particular task must be accomplished and how you propose to do it.
- (2) Assure yourself by frequent inspections and visits that subordinates are transmitting necessary information to the men.
- (3) Keep your principal subordinates informed of plans for future operations, subject only to security restrictions.
- (4) Disseminate information concerning the capabilities of our weapons compared to those of an active or potential enemy. Where an enemy has an initial advantage, show how this can be overcome.
- (5) Be sure the troops are informed of the capabilities and limitations of supporting units, arms, and services.

- (6) Be alert to detect the spread of false rumors. Stop rumors by replacing them with truth.
- (7) Build confidence and *esprit de corps* by exploiting all information concerning successes of the command.

e. Principle V—Set the Example.

- (1) Be at all times physically fit, mentally alert, well groomed, and correctly dressed.
- (2) Master your emotions. The commander who is subject to intemperate bursts of anger or to periods of depression will have difficulty in gaining and holding the respect and loyalty of his subordinates.
- (3) Maintain an optimistic outlook. The will to win is infectious. The leader fosters it by capitalizing on his unit's capabilities and successes, not on its limitations or failures. Maintain an air of outward calmness. The more difficult the situation, the more important this becomes.
- (4) Conduct yourself so that your personal habits are not open to censure. Coarse behavior and vulgarity are the marks of an essentially weak and unstable character; these, together with a failure to be punctual, and a tendency toward selfishness and self-indulgence in luxuries not available to the command in general, are inevitably resented by all ranks.

- (5) Cooperate in spirit as well as in fact. Cooperation must work in two directions. It arises from a wholehearted desire by all members to further the effective operations of the team.
- (6) Exercise initiative and promote the spirit of initiative in your subordinates.
- (7) Be conspicuously loyal to those below you as well as to those above you. Support those under you as long as the individuals concerned have been discharging their duties competently. The commander who seeks, however, to protect an incompetent subordinate from correction by a higher commander is being disloyal himself. Loyalty is a primary trait of leadership and demands unqualified support of the policies of superior officers, whether the individual concerned personally favors them or not.
- (8) Avoid the development of a clique of favorites. While it is difficult to avoid being partial to subordinates who have rendered loyal and superior service over a period of time, the temptation to show partiality should be vigorously resisted.
- (9) Be morally courageous. The commander who fails to stand by his principles where the welfare of his command is concerned, or who attempts to avoid the responsibility for mistakes of his com-

mand, will fail to gain or hold the respect of his associates or subordinates.

- (10) Share danger and hardship. A leader who has elements of his command subject to danger or to hardship of any kind should visit them as often as possible to demonstrate without ostentation his willingness to assume his share of the difficulties.

f. Principle VI—Insure That the Task Is Understood, Supervised, and Accomplished.

- (1) Through study and practice, develop the ability to think clearly and to issue clear, concise, positive orders.
- (2) Encourage subordinates to seek immediate clarification about any point in your orders or directives that they do not understand perfectly.
- (3) Question your subordinates and assistants to determine if there is any doubt or misunderstanding as to the task to be performed.
- (4) Supervise the execution of your orders.
- (5) Make every means possible available to your subordinates to assist them in accomplishing their mission.

g. Principle VII—Train Your Men as a Team.

- (1) Insure by inspections and training tests that your command is being trained in accordance with training programs and doctrine prescribed by higher authority.

- (2) Make sure that the best available facilities for team training are provided and that maximum use is made of such devices as communications drills, battle drills, and realistic field exercises.
- (3) Insure that all training is purposeful and that the reasons for training are stressed and are understood by all members of the team.
- (4) Insure that each element of the command is acquainted with the capabilities and limitations of all other elements, thereby developing mutual trust and understanding.
- (5) Insure that each subordinate leader understands the mechanics of tactical control for his own echelon of command.
- (6) Predicate team training on modern realistic conditions.
- (7) Insist that each officer and enlisted man know the functions of each other officer and enlisted man with whom he habitually operates. Insist that each of these know and understand each other, their traits, peculiarities, strengths, and weaknesses.
- (8) Demand the highest standard of discipline and teamwork in all training.
- (9) Seize opportunities to train with other units, both combat and service.

h. Principle VIII—Make Sound and Timely Decisions.

- (1) Develop a logical and orderly thought process by constant practice in making objective estimates of the situation. Making an estimate is not restricted to the military. It is employed in the everyday life of all persons.
- (2) Insofar as time and occasion permit, plan for every contingency that can reasonably be foreseen.
- (3) Consider the advice and suggestions of your subordinates before making your own decisions.
- (4) Announce decisions in time to allow subordinates to make necessary plans.

i. Principle IX—Seek Responsibility and Develop a Sense of Responsibility Among Subordinates.

- (1) Learn the duties and responsibilities of your immediate supervisor.
- (2) Seek diversified assignments which will give you responsibility and command experience.
- (3) Take advantage of any opportunity which offers increased responsibility.
- (4) Perform every task, large or small, to the best of your ability. Your reward will consist of increased opportunity to demonstrate your fitness to perform bigger and more important tasks.

- (5) Tell your subordinates what to do, not how to do it; hold them responsible for results. Delegate and supervise, but do not intervene except when urgently necessary. Avoid usurping the prerogatives of your subordinates.
- (6) Provide all possible personnel with frequent opportunities to perform duties of the next higher echelon.
- (7) Be quick to recognize accomplishments of your subordinates when they demonstrate initiative and resourcefulness.
- (8) Correct errors in the use of judgment and initiative in such a way as to encourage the individual. Avoid public criticism or condemnation. Be liberal, however, in openly giving praise which is deserved.
- (9) Give unstintingly of help and advice when such are requested by those under your command.
- (10) Insure that your personnel are assigned positions commensurate with demonstrated or potential ability.
- (11) Be prompt and fair in backing subordinates to the limit. Until convinced otherwise, have faith in each subordinate.
- (12) Demonstrate to your command that you are ready and willing to accept responsibility.

j. Principle X—Employ Your Command in Accordance With its Capabilities.

- (1) Know, understand, and apply the Principles of War. See FM 100-5.
- (2) Keep yourself informed as to the relative operational effectiveness of various elements of your command.
- (3) Be sure that the tasks assigned to subordinates are reasonably possible of accomplishment, but do not hesitate to demand their utmost effort when necessity dictates.
- (4) Analyze any task assigned. If means at your disposal appear inadequate, inform your immediate commander and request additional means.
- (5) Make every effort to equalize tasks proportionately, over appropriate periods of time, among the several elements of your command.

k. Principle XI—Take Responsibility for Your Actions.

- (1) Remember that you are responsible for all your command does or fails to do.
- (2) Accept justified criticism.
- (3) Adhere to what you think is right; have the courage of your convictions.

14. ADDITIONAL LEADERSHIP TECHNIQUES USEFUL TO NONCOMMISSIONED OFFICERS

The noncommissioned officer has certain advantages and certain disadvantages in the exer-

cise of leadership. His constant and close association with his subordinates affords him an opportunity to impress his leadership upon them almost continuously. On the other hand, close association robs him of many advantages enjoyed by those whose station is more remote from their command. The following techniques are particularly useful to the noncommissioned officer:

a. Principle III—Know Your Men and Look out for Their Welfare.

- (1) Cultivate an intimate knowledge of the personal and family background of your men without invading their personal privacy.
- (2) Be attentive to the health of your men; your close contact with them will permit you to detect evidence of ill health quite early.
- (3) Equalize the unpopular or dangerous details among your men.
- (4) Assist your commanders by reporting any conditions which obstruct your efforts to provide for the welfare of your men.
- (5) Avoid the appearance of awarding punishment upon your own authority.

b. Principle IV—Keep Your Men Informed.

- (1) Pass on all information to your men which will help them in the performance of their duty.
- (2) Show your men how their efforts assist in accomplishing the mission of the larger unit.

- (3) Remember that you will be one of the first to hear false rumors; stop them before damage is done.
- (4) Seek information which is desired and which will be useful to your men.

15. ADDITIONAL LEADERSHIP TECHNIQUES USEFUL TO REGIMENTAL AND LOWER UNIT COMMANDERS

Commanders of regiments and lower units have the distinct advantage of participating in the actual accomplishment of missions assigned to their units. Superior leadership of the men in platoons, companies, battalions, and regiments is essential. The soldier's opinion of *all* officers usually will be the result of the opinion he forms of the few officers with whom he is closely associated. The following techniques are particularly useful to officers commanding regiments and lower units:

a. Principle I—Know Your Job.

- (1) Avoid overspecializing in too narrow a field to the extent that you lose your perspective.
- (2) Learn and cultivate the use of at least one foreign language. Lack of language facility is a marked handicap to leaders who must be prepared to serve the far-flung interests of the United States.
- (3) Obtain a working knowledge of the characteristics, habits of living, psychology, and ideological concepts of people other than your own.

- (4) Broaden your global knowledge by a study of geography and its influence on peoples and on military operations.

b. Principle III—Know Your Men and Look out for Their Welfare.

- (1) Recognize the importance of morale-supporting activities and welfare services and give them your wholehearted interest and support.
- (2) Protect the health of your command by taking an active interest in your medical service.

16. ADDITIONAL LEADERSHIP TECHNIQUES USEFUL TO COMMANDERS OF DIVISIONS AND HIGHER UNITS

The higher commanders control the destiny of many men and the responsibility therefore is greater. The following techniques are particularly useful to commanders of divisions and higher units:

a. Principle I—Know Your Job.

- (1) Keep informed of the relative development of all units under your control by frequent visits and command inspections. Visits and inspections by a commander and his staff are the most effective method of determining whether leadership principles are being applied correctly not only by the commander but also by subordinate leaders.
- (2) Study those aspects of war upon which basic policy is laid in high command.

- (3) Employ your staff as extensions of your personality during staff visits, and for the primary purpose of fostering friendly and efficient relationships between yourself and your subordinate commanders.

b. Principle III.—Know Your Men and Look out for Their Welfare.

- (1) Protect the health of your command by active supervision of hygiene, sanitation, and your medical service.
- (2) Establish and support a safety program.
- (3) Use command channels and surveys to determine mental attitude of the officers and men of your command.
- (4) Establish fair and equitable pass, leave, and rotation policies. Insure that sound promotion, assignment, and transfer policies are carried out.
- (5) Establish appropriate standards and policies for decorations and awards for members of your command.
- (6) Make certain that your staff has done everything to assist subordinate commanders in providing for their men.
- (7) Make certain that disciplinary measures taken by subordinate commanders are consistent and just.

c. Principle IV—Keep Your Men Informed.
Make full use of orders, memorandums, conferences, talks, informational and educational mate-

rial, and unit newspapers to keep your command well informed. Nevertheless, avoid the dissemination of administrative matters that are not actually necessary.

d. Principle VI—Insure That the Task Is Understood, Supervised, and Accomplished. Supervise the execution of your orders by personal visits to the subordinate commands and by requiring your staff officers to do the same.

e. Principle VII—Train Your Men as a Team.

- (1) Provide for progressive training and for training exercises which involve combinations of appropriate arms and services; show the battlefield application in the training of service troops.
- (2) Hold realistic command post and field exercises in which the situation is allowed to develop without prearrangement by the commander and staff concerned, and which are designed to promote leadership, staff supervision, and teamwork in all echelons.
- (3) Seize opportunities to train with units of the Navy and Air Force.

f. Principle VIII—Make Sound and Timely Decisions.

- (1) Direct and guide your staff to plan for every contingency that can reasonably be foreseen. Keep subordinate commanders informed of contingencies as you anticipate them whenever security and other considerations permit.

- (2) Encourage concurrent estimates and planning in the various echelons of your command.
- (3) Always make sure that your staff is familiar with your current policies and plans.

g. Principle IX—Take Responsibility for Your Actions.

- (1) Remember that regardless of your staff and subordinates, responsibility for your decisions and for their application is vested in you.
- (2) Insure that an unsuccessful commander's failure was not due to some error on your part before considering his removal.

CHAPTER 3

SPECIAL LEADERSHIP TECHNIQUES

Section I. INTRODUCTION

17. GENERAL

It is by no means true that every situation which the commander encounters requires a special leadership technique. The techniques listed in chapter 2 have an inherent elasticity and flexibility and are adaptable to any situation. Special supplementary leadership techniques are required, however, to meet certain problems such as duty in the combat zone or communications zone, mobilization training, demobilization, occupation duty, and leading minority groups. This chapter presents certain techniques useful in the solution of these special problems.

Section II. COMBAT ZONE

18. ADDITIONAL LEADERSHIP TECHNIQUES FOR COMBAT

a. Training in leadership is essential to success in combat. Battle conditions demand decisions and operations which test the leadership of all

officers and all noncommissioned officers, of all grades, to an extent which does not exist under other conditions. It is impossible to bridge completely the gap between training and conditions existing on the battlefield. Therefore, in combat there are certain additional techniques which must be applied to meet these special conditions.

b. The problem of the leader is to attain the objective with the maximum of effectiveness and economy. To attain this objective—

- (1) Develop fully the combat power of all elements of your command.
- (2) Coordinate and control combat power so as to gain maximum effectiveness in destroying the enemy.
- (3) Restore promptly any part of the potential combat power which may have been reduced or destroyed.
- (4) Recognize battlefield conditions which might damage the combat potential of your command.

c. Combat power is developed by creating and sustaining a desire to close with and destroy the enemy. In large measure, it is gained by expert training, by the fostering of confidence, and by a knowledge of the fact that forward movement tends to reduce casualties. In developing aggressiveness, the leader will—

- (1) Strive to eliminate factors which produce inertia, timidity, or uncertainty.
- (2) Stimulate in all echelons implicit confidence in weapons and leaders.

- (3) Encourage all leaders to exercise initiative and to exploit favorable situations.
- (4) Condemn all forms of complacency, however temporary, that may arise from a false feeling of security.
- (5) Indoctrinate his command with the necessity for maintaining the momentum of the attack.
- (6) Reward evidence of aggressiveness by every means feasible, including decorations and unit awards.

d. Firepower produces combat power. Lack of firepower is uneconomical, in that such lack must be compensated for by commitment of disproportionate forces. Combat training must lay emphasis upon economy and effectiveness of fire. To develop firepower, the leader will—

- (1) Stress control and coordination of the fire of all weapons and emphasize fire distribution.
- (2) Emphasize the necessity of firepower against areas or positions without specific target designation or identification.
- (3) Emphasize the necessity to economize on ammunition, along with the need for effectiveness of fire. Guard against the tendency toward "trigger happiness" which is manifested by inexperienced troops.

e. To gain maximum effectiveness in destroying the enemy, coordination and control of combat power is essential at all times. To maintain momentum of attack, operation plans must be

supervised to their execution. The commander must be accurately informed of the location of all elements, particularly of the forward elements, of his command. The leader will—

- (1) Issue orders in time for subordinates to coordinate their own plans.
- (2) Insure the establishment and full use of adequate signal communication.
- (3) Encourage direct coordination between commanders of attacking echelons.
- (4) Make full use of phase lines, forward and rear echelons of control, and other coordination agencies.
- (5) See that communication and liaison with higher, lower, and adjacent units are established. Make sure that command channels of specially organized forces are adequately and clearly defined.
- (6) Insofar as practical, personally observe the progress of the battle and the efficiency of control. The commander who remains in his command post is courting disaster.

f. Attainment of objectives is dependent upon restoration of the potential combat power of any part of the command which has been weakened or destroyed by enemy action. With the rapidity of movement in modern warfare, it is imperative that men and equipment be replaced rapidly. This entails efficient movement, proper reserve and support positions, and assignment of units to missions within their capabilities. To maintain potential combat power, the leader must—

- (1) Insure that the chain of command remains intact. Make necessary replacements of subordinates promptly.
- (2) Permit adequate time in reserve position for units to assimilate replacements, to reorganize and regroup, to train, and to replace and maintain equipment.
- (3) Devote special attention to units which have failed in combat, to restore their confidence and *esprit de corps*.
- (4) See that subsequent missions of such units are within their capabilities.
- (5) When advisable, make prompt replacement of commanders. Wholesale replacements, however, may serve to accentuate failure to the unit and thus lower *esprit de corps*.

g. Factors adversely affecting the combat potential of the command include fear; panic; discouragement; isolation; and lack of confidence in self, unit, or leaders. The presence of fear and panic fluctuates in accordance with the condition of troops, the degree of tactical success, and the physical conditions of the battlefield. The greatest susceptibility to fear and panic usually exists during baptism of fire, retrograde movement, or when the unit is dispersed or isolated. Normally, it is the commander of the small unit who must counteract such elements. However, it is the leader of the large unit who trains and indoctrinates him and who enunciates policies which should be instrumental in counteracting possible fear or panic.

To counteract these factors, the leader should—

- (1) Insure that his troops are fed and rested whenever possible, since hunger or exhaustion leads to lowered morale and reduces combat efficiency.
- (2) Combat the effect of false rumor by building up a reputation for truthfulness and frankness.
- (3) Minimize or eliminate, when possible, those physical and combat conditions which might produce fear or panic.
- (4) Inculcate in his command those factors which oppose such psychological conditions as anxiety, tension, insecurity, and uncertainty, by keeping his men informed and by promoting group identification.
- (5) Furnish every possible support, physical and moral, for units which are isolated. Do not allow such units to feel that they are neglected, abandoned, or fighting a sacrifice mission.
- (6) Emphasize indoctrination which will prepare the unit to wage aggressive combat in the face of reverses, of isolation, and of the unexpected.

19. LEADERSHIP FOR ATTACHED UNITS

a. One of the major leadership problems that confronts the commanders of larger combat units such as divisions, corps, and armies is the proper handling of attached units. In corps especially,

there is a continuous turn-over of divisions and separate units during the course of a campaign. The corps commander has the difficult problem of integrating newly attached units into the corps effort and of giving them a sense of belonging to the team. This calls for certain leadership techniques of a special nature in addition to the more general techniques previously discussed.

b. To integrate newly attached units into his command, the commander should—

- (1) Establish communication with a newly attached unit at the earliest practicable time.
- (2) Insure that liaison is established with a unit as soon as he learns it is to be attached.
- (3) Deliver promptly a brief of all current standing operating procedures and administrative policies to the commander and staff of a newly attached unit.
- (4) Make all necessary administrative arrangements for the efficient reception of a unit newly attached to his command.
- (5) Insure that administrative responsibility for attached units is clearly defined and promptly accepted.
- (6) Prevent unnecessary administrative reporting to his headquarters by attached units.
- (7) Require his staff to observe the chain of command in dealing with attached units.

- (8) Visit attached units, even though they may be further attached to subordinate units.
- (9) Require his staff to visit newly attached units to ascertain what assistance his command can render.
- (10) Be familiar with the history of every unit attached to his command.
- (11) Insist that subordinate commanders include attached units in recommendations for decorations and awards.
- (12) Encourage commanders of attached units to make their problems or suggestions known to him.
- (13) Check plans of subordinate commanders to see that attached units are not discriminated against in missions assigned.
- (14) See that attached units receive their fair share of all privileges and welfare activities. Make these units feel that they are an integral part of his team.
- (15) Write a letter of appreciation to a departing unit whenever its service merits such action.

20. SIGNAL COMMUNICATION

a. Just as leadership and command are inseparable, so, in turn, are command and signal communication inseparable. Thus it follows that leadership and communication are in equally close association; it is therefore essential that the leader

use all available signal communication facilities in the application of the techniques of leadership.

b. The establishment and operation of signal communications in the communications zone is not difficult, since methods follow peacetime commercial practices. Technological improvements in signal communication facilities, however, introduce two important factors into the problem of leadership in battle:

- (1) The ability of the commander to exercise leadership and tactical control is being constantly extended.
- (2) Senior officers who are not in frequent contact with modern signal equipment experience difficulty in becoming, or in remaining, adept in its use.

c. To know his job, it is essential that a commander become thoroughly acquainted with the capabilities and limitations of the signal communication equipment which is furnished. For higher commanders it is not necessary to know the details of its functioning, but only what it can accomplish. However, any commander, who may be even temporarily required to use voice radio personally should become familiar with the operation of the equipment.

d. With the continued development of modern signal communication facilities, the commander of higher units are afforded increasing opportunity to comprehend quickly the conditions faced by their troops. Consequently, it enables the commander to exert his leadership ability to a degree

hitherto unknown. By creating a staff-observer radio net, it is possible to emphasize most principles of leadership, though the chief application must be that of tactical control.

e. The use of staff observers to assist the leader has long been established practice. The practice is greatly facilitated by the designation of a special radio frequency for staff use. The commander and the staff officer thus are enabled to become personally mobile, to have the advantage of on-the-spot observation, and to keep in touch with the situation, with one another, and with staff sections at the command post. Staff observers equipped with vehicular-mounted radios may travel with the headquarters of subordinate commands whose action may be critical. They operate in the same net as the commander and staff and report the position of the units accompanied and the salient facts of the situation. Staff observers are not investigators. Their primary function is to help the command to which they are attached or are accompanying.

Section III. COMMUNICATIONS ZONE

21. GENERAL

While service in the communications zone usually entails less hardship and danger than is encountered in the combat zone, close attention to leadership principles and techniques is still necessary. The troops lack the incentive of combat service. The commander does not have the ad-

vantage of unit identification with its attendant history and background. The emphasis that has been placed upon service with combat units has often reacted to the detriment of the morale of service troops. Yet the opening of ports, the delivery of supplies, and similar activities in record time can be employed to generate pride and develop *esprit de corps*.

22. TECHNIQUES

There are additional techniques applicable to leadership of larger units in the communications zone. The commander of these units should—

a. Utilize his staff, particularly the special staff, to familiarize him with the various types of service units under his command.

b. Delegate authority to his staff, especially to the chiefs of technical services, for supervision of units and accomplishment of assigned tasks. Remember, however, that final responsibility always rests with the highest commander.

c. Determine the requirements and obtain a balanced troop list that is adequate for the task.

d. Plan so that logistical support will be available when needed.

e. Maintain the highest possible standard of living consistent with avoidance of justified criticism by combat zone personnel. However, he should avoid requiring service troops to be uncomfortable merely because discomfort is unavoidable in the combat zone.

f. Prevent the diversion of personnel and means intended for the combat zone.

g. Prescribe a uniform for his troops appropriate to the work performed. Service troops should not be required to dress as combat troops unless a real need exists.

h. Make special arrangements for combat troops who are temporarily stationed in the communications zone. Conferences between commanders should develop an interpretation of regulations which does not cause resentment by either combat or service troops.

i. Identify each project with the combat effort of the theater of operations. Stress the part each particular unit has in support of major operations. Devise ways by which the command will know what it has accomplished and how it can do better.

j. Subject to security restrictions, maintain situation maps in each unit to keep troops informed of the progress of operations.

k. Assure himself that the administrative requirements of supported commands are promptly and adequately met. Maintain liaison with supported commands.

l. When troops must be worked for excessively long hours on a particular job, insure that they understand their contribution to the over-all effort.

m. Employ units in the role for which they were organized and trained except in emergency. Be prepared to select and train physically able troops for combat duty in case of emergency.

n. Maintain a high standard of discipline and service efficiency. Take advantage of ceremonies to engender unit *esprit de corps*, but avoid encroaching on essential duties or recreational time.

o. Where personnel stability permits, provide educational facilities for those desiring to participate on a voluntary basis.

Section IV. LEADERSHIP IN MOBILIZATION TRAINING

23. GENERAL

a. The material which follows is primarily related to training. It is included in this text because it directly affects the study and development of leadership in all units.

b. The commander charged with the training of newly activated units must consider not only the leadership which he himself exerts, but also that of his subordinate commanders as well. The efficacy of his leadership will be reflected in the sum total of their command abilities. It is of paramount importance that he develop leadership qualities in his subordinates: *first*, those manifested by traits of character; and *second*, those based on confidence which arises from knowing the job and which are demonstrated by the ability to maneuver and control troops in a coordinated effort.

c. One of the most important leadership responsibilities of the commander both before and during mobilization training is the establishment of harmonious relations with the members of the adja-

cent civilian communities. The commander must stimulate public support and cooperation by personal appearances before civic groups and personal visits to important civic officials such as the mayor and chief of police. During such visits, the commander and members of his staff must explain the mission of the units undergoing mobilization training and point out various problems that are likely to arise when a large military organization is suddenly superimposed upon a civilian community. Through mutual understanding between the civilian and the military of each other's problems, undesirable incidents involving misunderstanding or animosity between soldier and civilian will be held to a minimum. Moreover, the civilian will not only accept but also welcome the soldier and thus make a substantial contribution to the soldier morale and *esprit de corps*.

d. Still another important leadership responsibility of the commander during mobilization training is the proper indoctrination of the cadre during their training prior to the arrival of fillers. The commander must impress upon all members of the cadre that they will be the backbone of the unit that is being formed around them; that they must establish and maintain the highest standards of discipline, training, and military courtesy so that they, in turn, can suitably train and set the example for the fillers. The commander who effectively applies the principles of leadership during the cadre training period produces a cadre that is efficient and well disciplined—a cadre that will be the nucleus for an efficient and well-disciplined

organization. The unfit must be eliminated from the cadre.

24. COMBAT LEADERSHIP TRAINING

a. In training a new unit, the commander will recognize that ability to lead troops in combat is the prime requirement of junior leaders. Moreover, facility in handling troops is a technique and as such is far easier for a commander to develop in his subordinates than is leadership of the inspirational type. Men do not learn to lead troops from theoretical instruction alone. They learn mainly by experience in command. Therefore, the commander must insure that the opportunity to command exists. For example, he must insist that all echelons of command follow strictly the provisions of the mobilization training programs which, for most divisional units, require that nearly 50 percent of training time be spent in unit field exercises.

b. In this phase, "know your job" is a basic element in instruction of new units. Realistic adherence to high standards of duty in all training is *the* fundamental.

c. Techniques available to the leaders of all units by which their own leadership training, and that of their subordinates, can be greatly facilitated are—

- (1) Map exercises and maneuver.
- (2) Command post exercises.
- (3) Field exercises.

d. Instructions for the conduct of these exercises are found in appropriate manuals. Correct training methods and logical training progression, however, are of such importance in the development of battle leadership that some elaboration of these subjects is considered desirable and will be covered in succeeding paragraphs.

e. Whenever possible, combination of the three types of exercises laid on the same terrain is useful for training in leadership as well as in the tactical handling of troops. Initially, the exercise may be conducted on a map, then be repeated on the ground as a command post exercise. Finally, when the training of the troops has progressed sufficiently, the same situation may be portrayed as a field exercise. Thus, through logical progression the commanders learn the theoretical aspects of leadership in the map exercise, map maneuver, and command post exercise, and then apply this theory to the field exercise, employing actual troops.

25. MAP EXERCISES AND MAP MANEUVERS

a. *General.* The definitions and conduct of map exercises and map maneuvers are found in FM 21-5. These are devices for training commanders and staff officers in the theoretical conduct of military operations by means of a map. Map exercises and map maneuvers are not substitutes for command post exercises and field exercises.

b. *Techniques.*

(1) Whenever possible, base the exercise or

maneuver on local terrain so that the same tactical situation can later be played in the field by subordinate headquarters and subordinate units.

- (2) Prepare the map maneuver so that all sections of the staff will participate.
- (3) Stress realism by introducing requirements for staff supervision of the action portrayed and approved techniques for carrying it out.

26. COMMAND POST EXERCISES

a. General. A command post exercise can be one of the most important leadership-training devices, depending on the manner in which it is executed. Where many artificialities are employed, where the senior commander faces a situation requiring no leadership or command decisions on his part, or where the exercise fails to develop logically, very little value is realized. It is possible to avoid such adverse factors through the application of realism, to include a freely developing situation which demands a series of command decisions on the part of all echelons. A command post exercise fills its primary purpose only when it affords leadership training for all commanders and their staffs.

b. Techniques.

- (1) Require command post exercises in all echelons, down to and including battalions. Schedule these to precede the field exercises for small units which are

required by the mobilization training program. These two exercises should be based on the same situation.

- (2) Wherever possible, hold command post exercises on the ground. Require all headquarters elements to be deployed at appropriate distances and to move in accordance with the developments of the situation.
- (3) In all command post exercises, require units to pass information back to the next higher echelon, using organic means of communication.
- (4) Require all echelons to act on the factual or imaginary information furnished by executing their original plan of action, revising it, or calling for additional means.
- (5) Adopt an attitude that the exercise is for the training of all, including the commander. Stress the fact that neither the commander nor any other leader can develop command facility without practice, and that the command post exercise gives experience in correcting mistakes without causing the troops to suffer for them.
- (6) Schedule command post exercises in any one echelon only after the next lower echelon has become proficient in passing on the battle reports which actuate the situation for its commander.

- (7) Use the chain of command in making necessary corrections in the progress of the exercise.
- (8) Realize that, while a command post exercise may be held for a commander and his headquarters with only the next lower echelon present, the exercise will always benefit by the presence of as many headquarters as can be spared at that stage of training.
- (9) Insist that staffs be used in a realistic manner to plan and supervise all phases of the exercise.

27. FIELD EXERCISES

a. General. Field exercises, particularly those for small units, provide the best training test of combat leadership ability and the best training experience in developing it. Next to battle itself, they are the end toward which all training is directed. Failure to stress this type of training results in low standards of leadership being brought to the battlefield. The techniques of conducting field exercises are covered in appropriate training manuals. However, because of their direct relation to leadership training, the following techniques are given special emphasis.

b. Techniques.

- (1) Stress realism. The modern battlefield under conditions of mobile warfare appears empty. Since the battlefield does appear empty, normally plan exercises

which involve an advance to seize terrain objectives.

- (2) Require repeated drills in the execution of simple tactical maneuvers designed to capture the planned objectives.
- (3) Stress logical progression of training. Precede field exercises with instruction in evaluation of terrain, with combat orders, and with command post exercises drawn for the same terrain and situation.
- (4) State the conditions of enemy fire which are supposed to exist over the ground traversed, or specific parts thereof. Do not introduce complicated artificialities; these only detract from the commander's ability to concentrate on the control of his unit and on the selection of a formation appropriate to the conditions of fire. The end in view is leadership ability as exemplified by facility in handling the unit.
- (5) Stress the importance of each leader so placing himself and his headquarters that he can most readily coordinate all efforts of his command and of the elements that may be supporting it.
- (6) Do not permit exercises against flagged enemy positions, or two-sided maneuvers, until leadership facility in command and control has been demonstrated.

- (7) Wherever possible, employ current methods for marking support fires. Require that such marking, with accompanying movement, simulate battle conditions, if feasible.
- (8) Stress the importance of exchange of information by all appropriate means.
- (9) Have a well-planned critique immediately after each field exercise.

Section V. LEADERSHIP IN DEMOBILIZATION

28. DEMOBILIZATION

After each war, the Army is confronted with the difficult problem of demobilization. Divergent and often conflicting objectives usually face the Army at such a time. Some of these are—

- a. To return personnel to civilian life quickly.
- b. To demobilize personnel in a just and fair order.
- c. To retain and maintain highly efficient forces for occupation duties and for other commitments of armed security at home and abroad.
- d. To care for billions of dollars worth of supplies and equipment, and to assist in the disposal of surplus.
- e. To maintain morale in the Armed Forces and civilian population.
- f. To continue the induction or enlistment of personnel as required.

g. To secure public acceptance of the demobilization plan.

29. TECHNIQUES

Leadership techniques that particularly apply to demobilization are—

a. *Early Planning in all Elements of the Command.*

- (1) The essence of a demobilization plan, regardless of the size of the military unit involved, is that it is fair and just to the individual, does not leave a weak, ineffective defense force, and can be carried out expeditiously with the means available. Mass demobilization procedures which overtax facilities, both in the theater and in the continental United States, and which strip fighting and service units of essential personnel are not justified solely because of personal desires. These desires, expressed individually or in mass, exert strong pressure for the rapid release of personnel from service without regard to military expediency.
- (2) Early planning in division and higher commands is dependent upon directives received from higher authority. It is here that new leaders must be trained to take over the responsibilities of experienced demobilized veterans. All troops must be carefully oriented on the *why* and *how* of the demobilization plan.

b. Education of Both Army Personnel and Civilians. One of the most important objectives of a demobilization program is public acceptance. Although all Army personnel must know and understand the plan, basic support must come from the civilian population. This support can be gained only by providing a sound, fair plan which is made known through a carefully conceived, forcefully executed public information program. Initial impetus is gained through indoctrinating officers and men who will, in turn, inform friends and relatives. Continuous emphasis must be placed on the responsibilities of the Armed Forces for furthering national interest. The press and the public must be solidly behind procedures of the demobilization plan.

c. Fairness to the Individual. A war of any appreciable duration will find practically all units containing personnel with wide differences in age, service, and family responsibility. If, at the end of any future war, demobilization is based on individual criteria, those parts of the plan dealing with the interests of individuals must be planned and executed fairly.

d. Maintenance of Morale and Esprit de corps. Any method of demobilization based entirely on individual criteria will ultimately destroy group identity. This is true not only of units that are selected to remain in being, but also of units that are used as vehicles for returning individuals for demobilization. Large groups of personnel will suddenly find themselves among strangers, in strange surroundings, and under strange leaders.

Some methods that may prove useful in such units for building and maintaining morale and *esprit de corps* are—

- (1) To keep troops busy on useful work.
- (2) To separate as quickly as possible personnel to be demobilized from those who are to remain in the service.
- (3) To make every effort to insure that demobilization plans work smoothly.
- (4) To make men leaving the Army feel that their service has been appreciated and that every effort has been made to separate them from the service in an efficient manner.
- (5) To indoctrinate remaining men with the importance of their work and service.

30. ADDITIONAL TECHNIQUES FOR UNITS COMPOSED OF PERSONNEL TO BE DEMOBILIZED

a. Welcome veterans to the unit. Foster a "sense of belonging" among those assigned from other units.

b. Orient and inform personnel. Officers and men must be kept informed of the status of demobilization as it affects them and of any reasons for delays which may develop.

c. Include preparation for return to civilian life in training. Courses of study in civilian pursuits should be made available. Training should promote the health of the individual, and discipline and pride in his unit.

d. Provide good food, billets, living conditions, and recreation.

e. Stress discipline, appearance, saluting, uniform, and unit athletics. Encourage men to wear service ribbons, decorations, and any other authorized symbols of previous service. Where practicable, arrange for officers and men from the same combat unit to remain together until separation from the service.

f. Avoid rash promises and commitments. Keep in mind that the best of plans go astray for unforeseen reasons.

g. Avoid changes and counterorders. By thorough planning, seek stability for the unit and for its individuals. Keep changes in orders and shifts of personnel to a minimum.

Section VI. LEADERSHIP OF OCCUPATION FORCES

31. OCCUPATION MISSIONS

Primary missions of occupation forces are to support the military government of the occupied territory and to protect that territory from external aggression and from internal uprising. Secondary missions may include supervising and regulating certain activities of the inhabitants of the occupied territory; supervising and directing essential rehabilitation and reconstruction; supplying necessities to the population; controlling borders; supporting civil police; and conducting training not only to fit the forces for carrying out

their occupation missions, but also to maintain them as capable combat forces.

32. SPECIAL FACTORS

Some factors peculiar to occupation duties which bear on leadership are—

a. Foreign Duty. A large proportion of the troops may not be serving overseas from choice. The foreign population may naturally resent the presence of an occupying force and may oppose it by various means.

b. Incentive. Generally, it is difficult to convert troops from their combat missions to those of occupation. The commander must expect a natural let-down of interest on the part of the occupation troops if no new incentives are provided and accepted by them.

c. Availability of Forces. The early stages of the occupation are likely to be characterized by an abundance of troops for occupation tasks. Later a shortage may exist. Furthermore, a rapid turnover of personnel of the occupation forces may result from short-term enlistments, time required for training replacements in the continental United States, shipping time from the continental United States, demobilization criteria, and other factors beyond the control of the occupation force commanders. These factors will increase the training problems of the occupation forces, particularly with respect to junior officers and noncommissioned officers.

d. Maintenance of High Standards of Discipline. Not only is it necessary to carry out the normal administrative duties of occupation efficiently, but also it is essential to gain and maintain the respect of the conquered populace. A highly disciplined force will have little trouble controlling those who respect its military efficiency.

33. TECHNIQUES TO BE EMPHASIZED

All leadership techniques discussed previously apply equally well to the commander of occupation forces. Some additional techniques are—

a. To keep occupation forces informed of the purpose and importance of their mission.

b. To do everything possible to make the tour of occupation duty interesting for the command. Provide recreation facilities, tours within the occupied and adjacent countries, comfortable billets, good food, and freedom from menial tasks that can be performed by the conquered population. Provide instruction for the troops in the language of the occupied country.

c. To treat the civil population fairly, firmly, and courteously. Proper relations will greatly assist in breaking down the people's natural resentment towards occupation forces.

d. To keep troops busy on essential work and training, or at interesting and wholesome recreation.

e. To provide the best in uniforms, arms, and equipment, and insist upon outstanding appearance.

f. To select leaders carefully. Popularity alone within the unit is one of the poorest criterions in these selections.

g. To demonstrate to your command that you are part of it. The failures of the men are your failures, and their successes are likewise yours.

Section VII. LEADERSHIP OF MINORITY GROUPS

34. MINORITY GROUPS

Within our nation there are many groups which are considered minority groups—racial, religious, and cultural. Since the Army's concern is only the employment of men on their individual merit so that they may contribute most efficiently and effectively to the national effort, it follows that the Army's interest in any minority group extends only to distinctive differences which may necessitate special handling. These differences lie in such factors as general ability, physical strength, diet needs, mechanical skills, language, and education. The problem of using certain minority groups with greater efficiency has caused grave concern during the past two wars. In a future war, this problem may be of greater magnitude. For this considerable portion of our National manpower resources, the Army must accept the responsibility for providing competent leadership. At the same time, leaders must avoid any effort to foster social experiments within the structure of the Military Establishment except when expressly ordered by higher authority to do so. The principles in chap-

ter 1 apply to the leading of any minority group in the United States. The greatest sources of difficulty lie in the lack of thorough understanding of the characteristics of the group, and in the failure to recognize the fact that individual differences are greater and more significant than are group differences.

35. TECHNIQUES

A need for outstanding leadership is imperative in units composed of personnel from recognized minority groups. This need cannot be met by increased quantity of leaders alone; *the quality of leadership must be of the highest order*. The following techniques are presented for the purpose of amplifying the basic principles of leadership and of applying them to minority group units:

a. Recognize that all soldiers are entitled to *identical* treatment and to fundamental rights, privileges, and opportunities regardless of differences in race, color, creed, or cultural background. To accept less for your unit invites unfavorable criticism; to demand more creates an undesirable reaction from all elements.

b. Set the example in tolerance, understanding, and freedom from prejudice. Become worthy of being emulated as a broad-minded, unprejudiced leader.

c. Avoid creating the impression of either hostility or patronizing condescension.

d. Develop an understanding of minority group problems and feelings by observation and study.

It is only by first-hand knowledge that any race or group may be understood. Diligent study of group problems tends to destroy false beliefs and conceptions.

e. Develop in your men initiative and a sense of responsibility by providing means and opportunities for fostering and improving these traits.

f. Impress your unit with the fact that the Army is concerned primarily with the development of soldiers and leaders and that each man will be afforded opportunity to develop his own capabilities and capacities.

g. Be sure that adequate provisions are made for off-duty time. When civilian facilities are limited or restricted, increase the military recreational program accordingly.

h. Be patient in training progress. It is better to build slowly toward high standards than to neglect details.

i. Maintain the same standards as are required of comparable units.

Section VIII. LEADERSHIP OF FEMALE GROUPS

36. FEMALE GROUPS

While WAC's, nurses, and female civilian employees, Red Cross workers, and USO entertainers do not constitute a minority group, their presence with the Army poses certain problems of leader-

ship. Individually, or as a group, women require certain facilities and items not essential to male personnel; among these are—special facilities for billeting, transportation, hospitalization, and recreation, and special items of individual equipment and supply. The particulars concerning leadership of women are contained in appropriate publications prepared by the Women's Army Corps.

☆ U. S. GOVERNMENT PRINTING OFFICE: 1951—914944